

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of literature related to the study. It comprises the theoretical and empirical literature about teaching English in junior high school, the definition of teaching media, types of teaching media, criteria in selecting teaching media, the principles in the application of teaching media, the problem in using teaching media and the solution of the problems in using teaching media. Each section is presented as follows.

2.1 Teaching English in Junior High School

Commonly, junior high school teachers need to work successfully with their students to promote learning. In addition, a teacher should establish positive working relationship with their students and help them create positive relationship with each other. Oktaviani (2012) stated that when the students are engaged in learning, they are more likely to complete school assignments, feel empowered, be more cooperative, and misbehave less in the classroom because the middle school students are in a process of cognitive development. It means, teaching is like communication between teacher and student. If the teachers give stimulate positively, the students will receive it and giving feedback in positive action. Teachers should be positive facilitators for motivating the students while teaching and learning process.

Casas (2011) stated that junior high school students are in the process of leaving their childhood behind and embarked on the road to becoming young adults. Also, middle school students experience cognitive growth as well. They experience a steady increase in logical thinking, the improvement in memory, and the ability to learn through dialogue with others. In spite of the trial that adolescence brings, junior high school students are at fun stage of teaching and learning in that they do not possess some of the characteristics or challenges associated with elementary and high school students.

Those characteristics above are for learning the general subjects only. But in learning English as a foreign language, the junior high school students have different characteristics from the theory above. They are usually characteristically unmotivated and have less commitment. Broughton (2003: 175) stated on his book entitled *teaching English as a Foreign Language*:

The characteristic of secondary school class is large (anything upwards of twenty-five students), and because its size, it usually reflects a wide range of ability. Some would say that it is also characteristically unmotivated for hard work in learning a language, and it is certainly true that there are situations in the world in which the reason for learning English are not self-evident, so that students may well feel less commitment to language work that to say-geography or physics.

Related to the characteristics of secondary students in learning English who are unmotivated and have less commitment, the teachers have to make sure that their explanation is delivered well to their students in the class. Besides, the teachers also may use a tool to make students motivated and interested in a class, like using media or educational media or teaching media.

2.2 The Definition of Teaching Media

In the teaching learning activity, the use of teaching media, generally, is a kind of bridge between the teacher and the students which connects their knowledge gap. Thus, the information or material conveyed by the teacher may be well-delivered to the students. The following are the meanings of media based on several experts:

Masterman (2005: 10) stated that media education is one of the few instruments with teachers and students possess for beginning to challenge the great inequalities in knowledge and power which exist between those who manufacture information in their own interest and those who consume it innocently as news or entertainment.

According to Duminy, et. al. (1990: 197), the term 'media' (singular form: medium) or 'educational media', have now replaced the term 'audio-visual aids'..... Media are a very wide term and refers to all forms of communication. Normally 'media' would be associated with newspapers, magazines, the radio, television, etc. Even in the educational sphere has a very wide connotation, as it includes *persons* and *events*, apart from all the mechanical, electronic, and printed materials use for communication.

Asnawir and Usman (2002) stated that teaching media are something that can deliver a message and stimulate the students' mind, feeling, and interest in order to support them to learn. According to Seriwati (2014: 1), media is useful to motivate the students during the teaching and learning process. During teaching and learning activity, the teacher should need some media to make the teaching and learning process more effective and exciting. Numerous of media in the teaching and learning activities can improve the teachers' instruction. Furthermore, media can make the students more interested when they learn the material and get inspiration from the teacher.

Munadi (2010: 36) stated that normally there are four functions of media that are used by the teacher in the teaching and learning process. Those functions are: 1) the media can deliver the message clearly and make the teacher easy to

explain the material. It means that the message is not verbalized (in the form of written words or oral). 2) The media can overcome the limitation of room, time, and space. It means that if the object is too big, it can be replaced with real realia, pictures, films, or models. In addition, if there was an event, it can be showed again through film records, videos, and photographs. If the object is too complex (such as machines), it can be presented with models, diagrams. If the concept is too wide (such as volcano, earthquake, climate, and etc), it can be visualized in the form of films, pictures, etc. 3) appropriate media can overcome the passive attitude students and motivate them to learn. It means that the media can make the students interested in learning based on their ability. 4) The media are able to give some stimulus, equalize experience and come up with the same perception between the teacher and students with different characteristics, environment, and experiences.

From explanation above, it can be concluded that teaching media are tools to make the communication in the teaching learning process easier. Teaching media can facilitate the teachers to convey the material clearly so the students are able to understand it easily. Furthermore, teaching media can motivate the students and improve teachers' intuition to create joyful and meaningful learning.

2.3 Types of Teaching Media

There are several types of media that are used by the teacher during the teaching and learning activities. According to Wahidin as cited in Oktaviani

(2012), media are categorized into four. They are audio media, visual media, audio visual media, and multimedia. Those categories are described as follows.

2.3.1 Audio Media

Wahidin as cited in Oktaviani (2012), stated that audio media are the media used through sense of hearing. This media cannot be used for the person who is deaf. Meanwhile, audio media in the teaching and learning process is usually used to improve creativity and stimulate thinking and responsiveness. Based on explanation above, it can be stated that audio media are the kind of media which can only be heard and generally used for listening comprehension. Thus, the learners are more interested to study in the class. The examples of audio media are cassette tape and radio.

2.3.2 Visual Media

Visual media are a media that can be seen by students' eyes, for example pictures, map, graphic, white board, real object, and diagram. The visual object that can be easily found in class is a real object because it has already been surrounding the teachers and students every day. According to Soulier (1981: 7):

Real objects are the things we come in contact with every day. Because we don't plug them in, we often fail to realize that as a resource they may be as important to the math and English teacher as they are to the basketball coach and the medical professor.

According to Heinich et al. (2002: 112):

One role that visuals definitely play is to provide a concrete **referent** for ideas. Word don't look or sound (usually) like the thing they stand for, but visual are **iconic**—that is, they have some resemblance to the thing they represent.

It means, when the teacher teach using kind of the visual media like pictures, it will give a link to student for remembering some words more easily to the original idea while the students look at the picture that showed by the teacher. Visuals also can motivate the students by attracting their attention, holding their attention, and generating emotional responses. Also visuals can simplify information that is difficult to understand. For example, diagram can make easy to store and retrieve such information.

It can be conclude that visuals provide a special channel, when accompanying spoken or written verbal information they present that information in a different term, giving some students a chance to comprehend visually what they might miss verbally.

2.3.3 Audio Visual Media

Audio visual media is a media that combination between audio and visual which can be seen and heard by the students. The function of this media is to develop the sight and hearing. The kinds of audio visual are film, video compact disc, and television.

According to Patel and Jain (2008: 64) it is believed that audio visual aids may create interest and motivation at the highest degree because through this teaching aids learners' both eye and ear become active while they are widely used in teaching of language. Also it will give high impact on their mind when teachers use audio visual media in the class while teaching English laguage. In addition,

audio visual media can be a motivator for the students as stated by Patel and Jain (2008: 66):

Audio visual aids work as motivators in teaching learning process. Without use of these aids the teaching becomes alive less. While teachers uses teaching aids to clear his content then students take more interest in that teaching. They mentally prepare for futher teaching. They are motivated to work more and effectively. Motivation, in other words, is the preparatory phase for all acts of the learning. Audio visual aids are helpful in establishing motivation.

It can be concluded that audio visual media is a media that combination between audio and vusial which can be seen and heard by the students. Both eye and ear become active while they use audio visual media in teaching of language. Audio visual media can develop creativity and improve the students' motivation it will make teachers also being motivated to work more effectively.

2.3.4 Multimedia

The general term multimedia refers to the example of the combination use of a variety of media formats in a given presentation or self-study program (Heinich et al, 2002: 242). The term multimedia describes early attempts to combine various still and motion media for heightened educational effect. Multimedia involves more than simply presenting information in multiple formats; it involves integrating these formats into a structured program in which each element complements the other so that the whole is greater than the sum of its parts.

Multimedia can be a computer simulation or game, where text, graphics, audio, and a high level of interactivity are combined together (Green, 2002: 14). Multimedia can help the learner to get information in the teaching and learning

process. The examples of multimedia in education and training include slides with synchronized audio-tapes, videotapes, CD-ROMs, DVD, the World Wide Web, and virtual reality. According to Heinich et al. (2002: 242), the goal of multimedia in education and training is to immerse the learner in a multisensory experience to promote learning.

Based on the explanation above, it can be concluded that there are four kinds of media that are usually used by the teacher in the teaching and learning process. They are audio, visual, audio visual, and multimedia. Audio media are the media that can be heard, while visual media are the media that can be seen. Audio visual media is the combination between audio media and visual media. Then, multimedia are the combination of different types of media such as sound, animation, text, graphics, and video for the presentation of information by making use of computers.

2.4 Criteria in Selecting Teaching Media

According to Brown, et al. (1977: 75), the criteria such as the following are often used to guide media selection.

- Content

Teachers have to see whether the media deals with significant curricular content or not. It also has to be accurate and suitable with the levels of students' difficulties.

- Purposes

Teachers have to know the significant purposes of using the media in teaching the material.

- Appropriateness

Teachers have to know whether the media used is suited to the message or not.

- Cost

Teachers have to consider whether the cost of the media can be reached or not.

- Technical Quality

Teachers have to know whether or not the media is technically satisfactory in photography (color, exposure, angles, focal lengths of lenses used), editing (cuts, dissolves, continuity), and sound.

- Circumstances of Use

Teachers have to consider whether or not the function of media will work effectively in circumstances and environments in which they are likely to use it.

- Learner Verification

Teachers have to know that the media has improved through systematic trial and revision before being applied to the students.

- Validation

Teachers have to know that media will make the students learn accurately and efficiently through using it.

After knowing some criteria of choosing media, it will be easier for the teacher to choose the appropriate media for their class and apply it because the function of the media itself helps the teacher in the teaching and learning process. If teachers do not pay attention to the criteria in choosing media, the function of media will not work effectively.

2.5 The Principles in the Application of Teaching Media

Teaching media are used in order to increase the quality of the teaching learning activity process. Therefore, the applications of the principles have to be concerned. Asnawir and Usman (2002) pointed a few items of principles.

1. The use of teaching media should be looked as a part of an instructional system, not as an auxiliary. It means, teachers should use teaching media in teaching learning activity as part inside of lesson plan in every meeting not only as a requirement in teaching.
2. Teaching media should be looked as a learning source used in effort to solve the problem faced in the teaching learning process. It means, teaching media as a very useful tool for solving problem while teaching and learning process.
3. Teachers should be able to implement the techniques of teaching media. It means, before the teachers use the teaching media they should know well the way how to use the teaching media.
4. Teachers should think about the advantages and the disadvantages of the teaching media function. It means, before the teachers choose the media they should pay attention in the appropriateness of the teaching media itself for the

material, the environment which are the classroom and the students, and the school.

5. The use of teaching media must be organized systematically. It means, when the teachers use the teaching media in teaching learning process, they should appropriate with the lesson plan. The teaching media should has goal, the teaching media should appropriate with the material, the teaching media should not take over time while implemented in teaching learning process, the teaching media should prepared well before use.

2.6 The Problems in Using Teaching Media

Using media to teach in a class is not as easy as it seems. Teachers often face many problems in preparing the media. Oktaviani (2012) found two problems in implementing the teaching media. First, when the teacher use kind of teaching media cassette, teachers found a problem in a cassette was too fast and more difficult to understand than the Indonesian people or the teacher spoke. The people who spoke were usually native speakers, it often made the students little bit confused in understanding the conversation. Another problem is the difficulties in determining the cost of the media. Not every media used in teaching was cheap, the teacher sometimes had to communicate this problem with the school principles.

Wahyuni (2007) also found three problems faced by the teacher when implementing the teaching media. First problem is the lack of various pictures when the teacher using kind of teaching media; visual media, because of the

teacher did not have much time to create various pictures. They used limited pictures to explain the material. Second problem is the limited number of song cassettes when the teacher using kind of teaching media cassette. It made the students felt bored and did not pay attention. The last problem is the size picture of the story is small and limited number of the magazine when the teacher using kind of teaching media magazine. It made the students who sit in the back rows cannot see clearly the pictures while teacher explain it in front of class and because of limited number of the magazine, students must buy the magazine for joining the lesson.

2.7 The Solution of The Problems in Using Teaching Media

Every problem always has its solution, also for problem faced in using teaching media. Related to problems above, Oktaviani (2012) found the solution based on the teacher who used the kind of teaching media cassette. The teacher was listening to the cassette first before give to the students. Also, the teacher made simplify the worksheet and give the script to the students. On the other hand, if the conversation was easy enough to the students, the teacher will give the questions about the conversation without giving script. Besides, another solution to cope the financial problem in implementing teaching media, the teacher should communicated to the headmaster of the school in order to get the budget funding for creating the teaching media. Thus, the teacher could teach by using many kinds of teaching media even with the multimedia because the school would provide the teaching media equipment. In additions, the teachers also could buy

instructional media for teaching English and the school would give the money back in condition those media were belong to the school.

Wahyuni (2007) found three solutions that related to problems above. First, teachers preparing the teaching media pictures few days before the material were taught. Thus, the teacher can explain the material by giving various and interesting pictures to the students. The second solution is the teacher gave the different material cassettes in every lesson in the class. Not only gave a song but also short conversation or telling story. Thus, students were more interested and active in learning English. The last solution, the teacher drew bigger picture of the story before telling it and showing the pictures to the students one by one in turn. Each student can have better understanding in acquiring the material. Cooperation between the teacher and the parents of students in needed to solve the problem about the limited number of the magazine. The teacher asked the parents to buy the magazine provided by the school.